

Grade 4 ► Weeks 1-6 What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard

⦿ = Continued Focus

► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading	Reading Literature	Reading	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Informational	Text Types and Purposes	Conventions of Standard English
<p>SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly. ★</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles. ★</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. ★</p> <p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ★</p>	Print Concepts	<p>RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ★ ⦿</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ★ ⦿</p> <p>RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions). ★ ⦿</p>	<p>RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ★ ⦿</p> <p>RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. ★ ⦿</p>	<p>W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ★</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. ★</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events. ★</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely. ★</p> <p>e. Provide a conclusion that follows from the narrated experiences or events. ★</p>	<p>L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). ★</p> <p>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. ★</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ★</p> <p>L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization. ★</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text. ★</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed. ★</p>
	Phonological Awareness				
	Phonics and Word Recognition	<p>RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ★</p>	<p>Craft and Structure</p> <p>RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. ★</p>	<p>Production and Distribution of Writing</p> <p>W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) ★</p> <p>W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) ★</p> <p>W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. ★</p>	<p>Knowledge of Language</p> <p>L.4.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely. ★</p>
	Fluency	Craft and Structure	Integration of Knowledge and Ideas	Research to Build and Present Knowledge	Vocabulary Acquisition and Use
<p>Presentation of Knowledge and Ideas</p> <p>SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) ★</p>	<p>RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read on-level text with purpose and understanding. ★</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ★</p> <p>c. Use a context to confirm or self-correct word recognition and understanding, rereading as necessary. ★</p>	<p>(Begins in Weeks 7-12)</p> <p>(Begins in Weeks 19-24)</p> <p>Range of Reading and Level of Text Complexity</p> <p>RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ★</p>	<p>(Begins in Weeks 7-12)</p> <p>Range of Reading and Level of Text Complexity</p> <p>RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ★</p>	<p>W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ★ ⦿</p> <p>W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].") ★ ⦿</p> <p>b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). ★ ⦿</p>	<p>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. ★</p> <p>L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. ★</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). ★</p> <p>L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation). ★</p>
				Range of Writing	
				<p>W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ★ ⦿</p>	

Grade 4 ► Weeks 7-12 What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Print Concepts	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	Phonological Awareness	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ⦿ ►	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ⦿ ►	W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ★	L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.
a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ★	Phonics and Word Recognition	RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ⦿ ►	RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. ⦿ ►	a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ★	a. Use relative pronouns (<i>who</i> , <i>whose</i> , <i>whom</i> , <i>which</i> , <i>that</i>) and relative adverbs (<i>where</i> , <i>when</i> , <i>why</i>). ►
b. Follow agreed-upon rules for discussions and carry out assigned roles. ⦿	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words.	RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). ⦿ ►	Craft and Structure	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ★	b. Form and use the progressive (e.g., <i>I was walking</i> ; <i>I am walking</i> ; <i>I will be walking</i>) verb tenses. ►
c. Pose and respond to specific questions to clarify or follow-up on information, and make comments that contribute to the discussion and link to the remarks of others. ⦿	a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ⦿	Craft and Structure	RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . ⦿	c. Link ideas within categories of information using words and phrases (e.g., <i>another</i> , <i>for example</i> , <i>also</i> , <i>because</i>). ★	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). ★
d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ★	Fluency	RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). ★	RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ★	d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ★	f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ⦿
Presentation of Knowledge and Ideas	RF.4.4: Read with sufficient accuracy and fluency to support comprehension.	Integration of Knowledge and Ideas	Integration of Knowledge and Ideas	Production and Distribution of Writing	L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ⦿	a. Read on-level text with purpose and understanding. ⦿	(Begins in Weeks 19-24)	RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ★	W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) ⦿	a. Use correct capitalization. ►
SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) ⦿	b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ⦿	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity	W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) ⦿	b. Use commas and quotation marks to mark direct speech and quotations from a text. ⦿
	c. Use a context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ⦿	RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ⦿	W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. ⦿	d. Spell grade-appropriate words correctly, consulting references as needed. ⦿
					Knowledge of Language
					L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening.
					a. Choose words and phrases to convey ideas precisely. ⦿

Grade 4 ► Weeks 7-12 cont. What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
				Research to Build and Present Knowledge W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. ★ W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 🌀 ▶ W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). 🌀 ▶ b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 🌀 ▶	Vocabulary Acquisition and Use L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 🌀 b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). ★ L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. 🌀 c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). ▶ L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). 🌀
				Range of Writing W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 🌀 ▶	

Grade 4 ► Weeks 13-18 What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
Comprehension and Collaboration	Foundational Skills	Key Ideas and Details	Key Ideas and Details	Text Types and Purposes	Conventions of Standard English
SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ⦿ b. Follow agreed-upon rules for discussions and carry out assigned roles. ► c. Pose and respond to specific questions to clarify or follow-up on information, and make comments that contribute to the discussion and link to the remarks of others. ► d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ⦿ SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ► SL.4.3: Identify the reasons and evidence a speaker provides to support particular points. ★	Print Concepts Phonological Awareness Phonics and Word Recognition RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ⦿ Fluency RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ⦿ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression c. on successive readings. ⦿ d. Use a context to confirm or self-correct word recognition and understanding, rereading as necessary. ⦿	RL.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ► RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ⦿ RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). ► Craft and Structure RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). ⦿ RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ★ Integration of Knowledge and Ideas (Begins in Weeks 19-24) Range of Reading and Level of Text Complexity RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ⦿	RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. ► RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. ► Craft and Structure RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . ► RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ⦿ Integration of Knowledge and Ideas RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ⦿ RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. ★ Range of Reading and Level of Text Complexity RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ⦿	W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. ★ b. Provide reasons that are supported by facts and details. ★ c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). ★ d. Provide a concluding statement or section related to the opinion presented. ★ Production and Distribution of Writing W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) ⦿ W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) ⦿ W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. ⦿ Research to Build and Present Knowledge W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. ⦿ W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ⦿ W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). ⦿ b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). ⦿	L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. ★ d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). ► f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ⦿ g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). ★ L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use commas and quotation marks to mark direct speech and quotations from a text. ► d. Spell grade-appropriate words correctly, consulting references as needed. ⦿ Knowledge of Language L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. a. Choose words and phrases to convey ideas precisely. ► c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). ★
Presentation of Knowledge and Ideas	SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) ⦿				

Grade 4 ► Weeks 13-18 cont. What Do Good Readers, Writers & Thinkers Do?

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
				<div>Range of Writing</div> <div>W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Ⓢ ►</div>	<div>Vocabulary Acquisition and Use</div> <div>L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. ► b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). Ⓢ L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. ► L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation). Ⓢ</div>

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SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. ▶ d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. ▶ SL.4.3: Identify the reasons and evidence a speaker provides to support particular points. 🌀	Print Concepts	RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text. ▶	RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text , including what happened and why, based on specific information in the text. ★ ➡	W.4.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. ▶ b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. ▶ c. Use a variety of transitional words and phrases to manage the sequence of events. ▶ d. Use concrete words and phrases and sensory details to convey experiences and events precisely. ▶ e. Provide a conclusion that follows from the narrated experiences or events. ▶	L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. c. Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions. ▶ e. Form and use prepositional phrases. ★ f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 🌀 g. Correctly use frequently confused words (e.g., <i>to</i> , <i>too</i> , <i>two</i> ; <i>there</i> , <i>their</i>). 🌀 L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma before a coordinating conjunction in a compound sentence. ★ d. Spell grade-appropriate words correctly, consulting references as needed. 🌀
	Phonological Awareness	Craft and Structure	Craft and Structure	RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. 🌀 ➡ RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ★	
	Phonics and Word Recognition	RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Hercules). 🌀 ➡ RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, state directions) when writing or speaking about a text. 🌀 ➡ RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ★ ➡	Integration of Knowledge and Ideas	RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. ▶ ➡ RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. 🌀 RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ★	
Presentation of Knowledge and Ideas	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 🌀	Integration of Knowledge and Ideas		Production and Distribution of Writing	
SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ★ SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. ★ SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) 🌀	Fluency	Range of Reading and Level of Text Complexity		Research to Build and Present Knowledge	
	RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 🌀 b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 🌀 c. Use a context to confirm or self-correct word recognition and understanding, rereading as necessary. 🌀	RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. ★ RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 🌀	W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) 🌀 W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) 🌀 W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 🌀 W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 🌀 ➡ W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). 🌀 ➡ b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 🌀 ➡		

Grade 4 ► Weeks 19-24 cont. What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard

🌀 = Continued Focus

▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading	Reading Literature	Reading Informational	Writing	Language
			Range of Reading and Level of Text Complexity RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 🌀	Range of Writing W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 🌀 ➡	Knowledge of Language L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. b. Choose punctuation for effect. ★ c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 🌀
					Vocabulary Acquisition and Use L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). ▶ c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ★ L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. ★ L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). 🌀

CODING KEY

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FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature Key Ideas and Details	Reading Informational Key Ideas and Details	Writing Text Types and Purposes	Language Conventions of Standard English
Comprehension and Collaboration	Print Concepts		RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. 🌀	W.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. ► b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ► c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). ► d. Use precise language and domain-specific vocabulary to inform about or explain the topic. ► e. Provide a concluding statement or section related to the information or explanation presented. ►	L.4.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. e. Form and use prepositional phrases. ► f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ► g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). ►
SL.4.3: Identify the reasons and evidence a speaker provides to support particular points. ►	Phonological Awareness	RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). ► RL.4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ► RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 🌀	Craft and Structure RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. ► RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 🌀 ➡	Production and Distribution of Writing W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) 🌀 W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) 🌀 W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. 🌀	L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma before a coordinating conjunction in a compound sentence. ► d. Spell grade-appropriate words correctly, consulting references as needed. 🌀
Presentation of Knowledge and Ideas	Phonics and Word Recognition		Integration of Knowledge and Ideas RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. 🌀 ➡ RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 🌀 ➡	Research to Build and Present Knowledge W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. 🌀 W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 🌀 ➡ W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]"). 🌀 ➡ b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). 🌀 ➡	Knowledge of Language L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. b. Choose punctuation for effect. 🌀 c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). ►
SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌀 SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. 🌀 SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) 🌀	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 🌀 Fluency RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. 🌀 b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 🌀 c. Use a context to confirm or self-correct word recognition and understanding, rereading as necessary. 🌀	Integration of Knowledge and Ideas RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ★ ➡ RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. 🌀 ➡ Range of Reading and Level of Text Complexity RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 🌀	Range of Reading and Level of Text Complexity RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. 🌀		

Grade 4 ► Weeks 25-30 cont. What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard Ⓢ = Continued Focus ► = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature	Reading Informational	Writing	Language
				Range of Writing	Vocabulary Acquisition and Use
				W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Ⓢ ►	L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. Ⓢ L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. Ⓢ L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). Ⓢ

Kentucky Core Academic Standards Curriculum Maps

Grade 4 ► Weeks 31-36 What Do Good Readers, Writers & Thinkers Do?

CODING KEY

★ = New Standard

🔄 = Continued Focus

▶ = Focus Fading to Mastery

FOCUS STANDARDS

Speaking & Listening	Reading Foundational Skills	Reading Literature Key Ideas and Details	Reading Informational Key Ideas and Details	Writing Text Types and Purposes	Language Conventions of Standard English
Comprehension and Collaboration	Print Concepts	Craft and Structure	RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. ▶	W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. ▶ b. Provide reasons that are supported by facts and details. ▶ c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i>). ▶ d. Provide a concluding statement or section related to the opinion presented. ▶	L.4.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade-appropriate words correctly, consulting references as needed. ▶
Presentation of Knowledge and Ideas	Phonological Awareness	RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. ▶	Craft and Structure		Knowledge of Language
SL.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. ▶ SL.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. ▶ SL.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 for specific expectations.) ▶	Phonics and Word Recognition	Integration of Knowledge and Ideas	RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. ▶🔄	Production and Distribution of Writing	L.4.3: Use knowledge of language and its conventions when writing, speaking, reading or listening. b. Choose punctuation for effect. ▶
	RF.4.3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. ▶	RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. ▶🔄 RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. ▶🔄	Integration of Knowledge and Ideas	W.4.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3) ▶ W.4.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.) ▶ W.4.6: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. ▶	Vocabulary Acquisition and Use
	Fluency	Range of Reading and Level of Text Complexity	RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text. ▶🔄 RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. ▶🔄	Research to Build and Present Knowledge	L.4.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. ▶ L.4.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs. ▶ L.4.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). ▶
	RF.4.4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. ▶ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. ▶ c. Use a context to confirm or self-correct word recognition and understanding, rereading as necessary. ▶	Range of Reading and Level of Text Complexity	Range of Reading and Level of Text Complexity		
		RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ▶	RI.4.10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grade 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. ▶		
				Range of Writing	
				W.4.7: Conduct short research projects that build knowledge through investigation of different aspects of a topic. ▶ W.4.8: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. ▶🔄 W.4.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). ▶🔄 b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). ▶🔄	
				W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. ▶🔄	